



# SHELTERED ENGLISH INSTRUCTION TRAINING OF TRAINERS WORKSHOP

## DAY 2

Presented by:  
Patricia Herbert and Kenneth Bond

# VALUE LINE-UPS: LINE UP ACCORDING TO YOUR PREFERENCE

- Importance of Time  
Means nothing....Obsessively prompt
- Time of day when you do your best work  
Early dawn....Dark of night
- Tolerance for ambiguity  
Detailed plans...Go with the flow
- Preferred size of work group  
Large group....Alone



# VALUE LINE-UPS

Rate your expertise related to the NJ Professional Learning Standards (NSDC Learning Forward).

You are a 10 if you can teach others how to use the standards.

You are a 1 if you have no understanding of the standards.

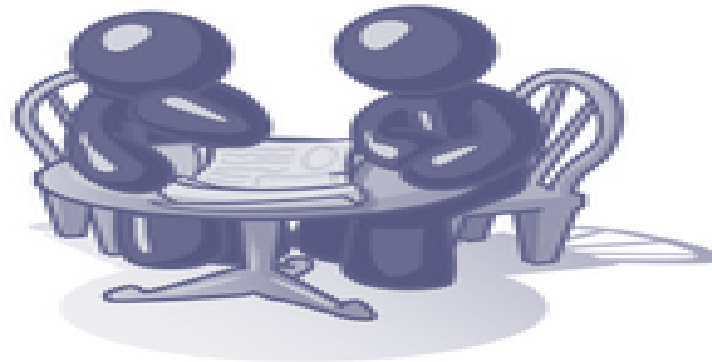
You can rate yourself any number in between 1 and 10. For example, you may rate yourself a 2 or 3 if you have had some exposure but have ever applied the standards.




WHAT DO WE NEED TO TAKE INTO ACCOUNT IN  
PLANNING PROFESSIONAL DEVELOPMENT?

National Staff Development  
Council Standards for Staff  
Development

Common Core State Standards





# NJ PROFESSIONAL LEARNING STANDARDS BASED ON NATIONAL STAFF DEVELOPMENT COUNCIL STANDARDS FOR PROFESSIONAL DEVELOPMENT

In groups of 4, match the standards (on the sheet) to the Explanation/Examples.



“Teachers in these schools did not walk on the moon, fight in great wars, write significant pieces of literature, discover a cure for life-threatening disease, or invent a way to end world hunger. Instead, their heroism is manifest in the success of their students. They work hard. They work outside their comfort zones. They set aside their personal interests for the benefit of their students. They support and coach one another in a community of learners. They demand the best of themselves and their colleagues. And, their efforts pay off in the only way that matters to them — increased student success.”

*Joellen Killion, Director of Special Projects, National Staff Development Council, 1999*



# WHAT IS PROFESSIONAL DEVELOPMENT?

Professional development is the **process** of improving staff skills and competencies needed to produce increased educational achievement for students by **creating a new classroom culture.**



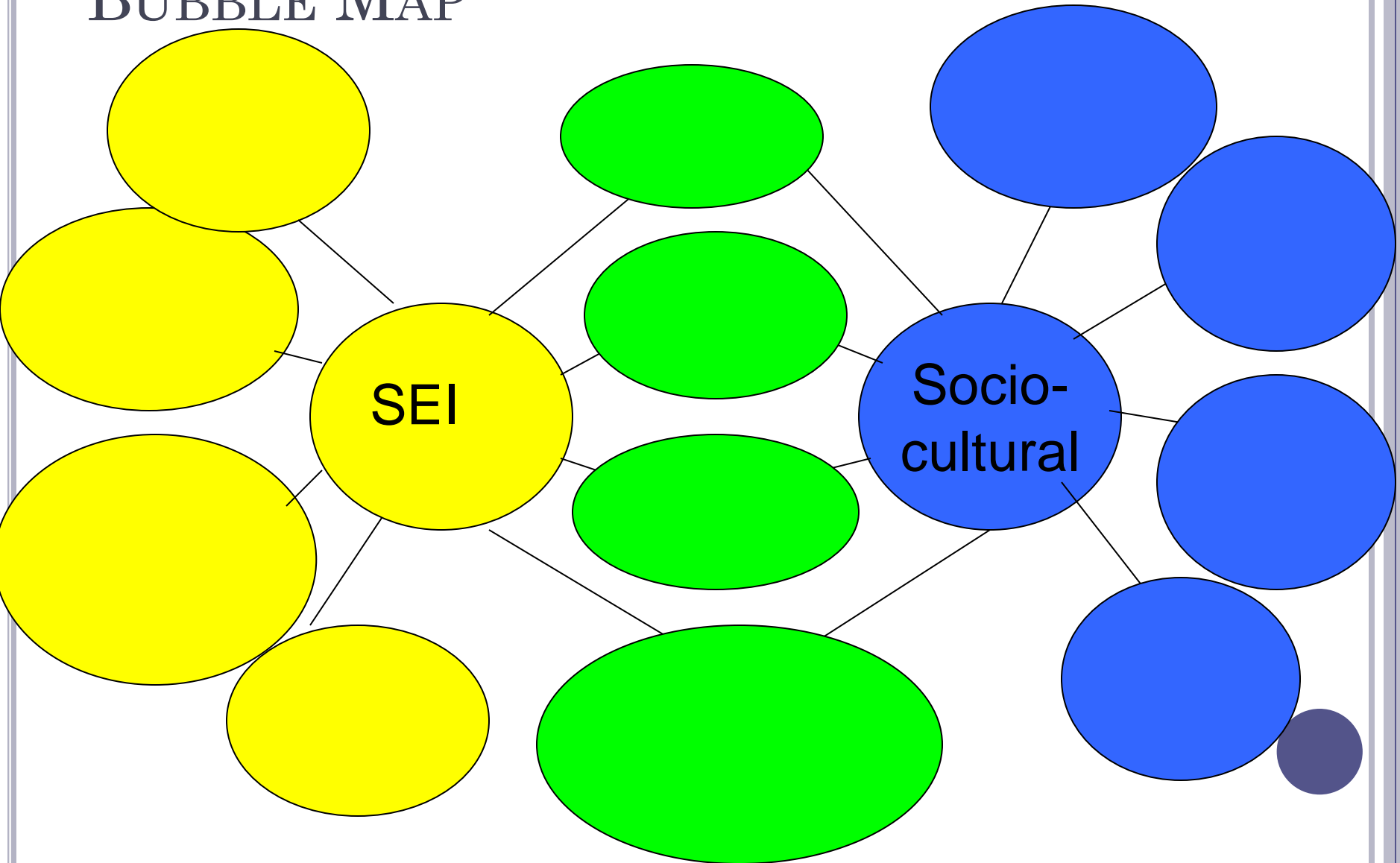
# THE SOCIOCULTURAL APPROACH TO TEACHING AND LEARNING

- Strategy: Progressive Brainstorm
- Strategy: The Last Word
- Text: excerpts from Gibbons (2006) pg. 20 and 21





# COMPARE AND CONTRAST SEI AND SOCIO-CULTURAL APPROACH: DOUBLE BUBBLE MAP



# CAROUSEL

- With the other members of your group, write a statement that synthesizes the information on your Double Bubble Map.
- Post your map and sentence on the wall.



# COMMON CORE STATE STANDARDS AND ELs

- Strategy: Dictogloss
- Excerpts from “Language and the Common Core State Standards” (van Lier and Walqui on the Stanford University Understanding Language website)



# COMMON CORE STATE STANDARDS AND ELs

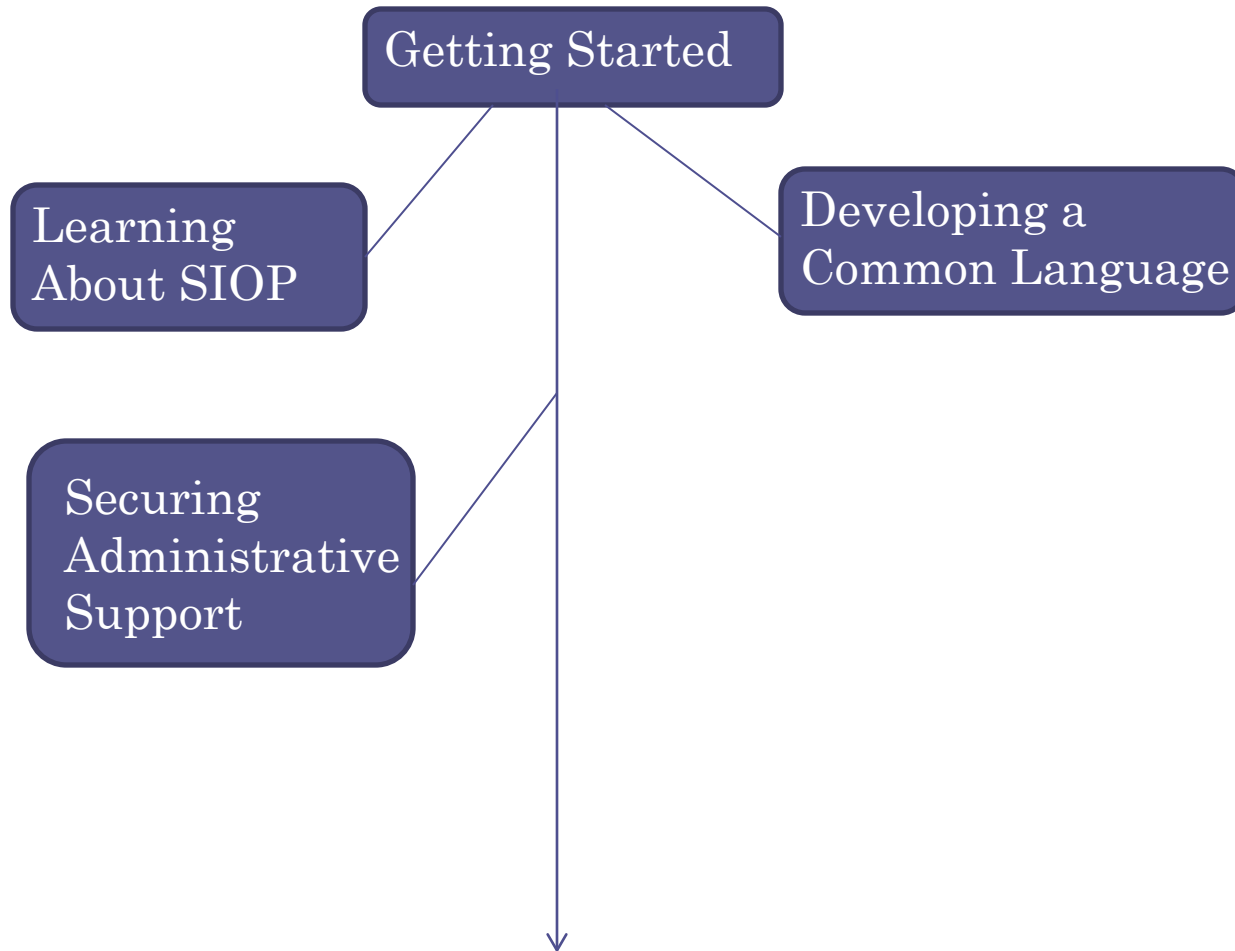
- Strategy: 3Ws and Tree Map
- Text: excerpts from “Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards”



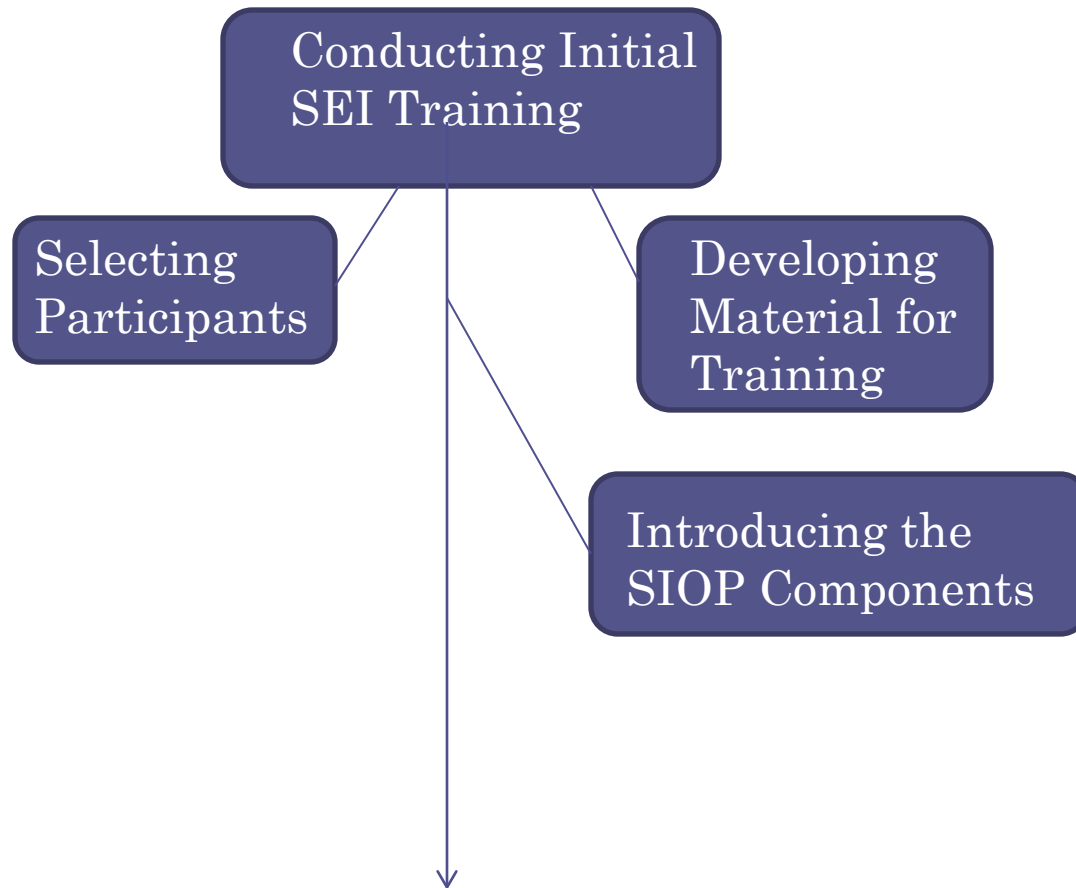


## **DISTRICT SEI IMPLEMENTATION**

# MAKING A PLAN (PAST)



# MAKING A PLAN (PRESENT)



# MAKING A PLAN (FUTURE)



Echevarria et al. 2008





# WHO WOULD YOU WANT TO INVOLVE IN A NEW WORK OUT INITIATIVE?

Cookie Monster



Jillian Michaels



# WHO WOULD YOU WANT TO INVOLVE A NEW WORK OUT INITIATIVE?

- Cookie Monster might need it more, but he will not be very effective at modeling and spreading the new initiative to others.



# CHOOSING PARTICIPANTS

- Choose teachers who are
  - Team players
  - Respected by their peers
  - Predisposed to being group leaders
  - Will be working with ELLs
  - Able to discuss needs openly



Echevarria et al. 2008



# DEVELOPING DISTRICT SPECIFIC MATERIALS

- Choose the order of components strategically
  - Start with a familiar component that is perceived to be a big need by teachers
  - Plan for long term implementation
    - 4 components per year
- Create materials that add to buy in
  - Less is more
  - SEI/SIOP bookmarks
  - Grade-level resource binders
  - Sharing of professional resources



# DEVELOPING DISTRICT SPECIFIC MATERIALS

- What are the “hot topics” of your district?
  - Special Education/ ELLs
  - SIFEs
  - Assessment modifications



# SCHEDULING

- Schedule out follow up sessions before the initial session is taught
- Get on the PD calendar
- Figure out what times/places works best for your local context



# RESOURCES

- Organize resources into grade level binders
  - Explicitly show teachers how to use each section
  - Make it a work in progress so that teachers can add to materials
  - Include information that is applicable to the school and grade level of everyone involved.



# RESOURCES

- Organization of sample sections
  - Training PPT slides and notes
  - SEI articles
  - Other articles
  - Graphic organizers
  - Can-Do Descriptors/ ACCESS scores
  - Examples of modified assessments
  - District policies (grading, etc.)
  - Entrance/exit sheets
  - Other resources (websites/books/cultural resources)





# DISTRICT SEI IMPLEMENTATION

- Think about what you need to take from this section to successfully implement SEI instruction in your district.
- Next...
- Pretend that you are 2 years into the future.
- Fill out a “Then and Now” graphic organizer with information about where your program was “Then” (today) and where it is “Now” (2015).



Guitar Lesson



**PRACTICE MAKES PERFECT**

# PRACTICE FOR TEACHERS

- Have teachers bring the curriculum/text that they are using and have them...
  - Select 4 upcoming lessons
  - Plan out the lessons using SEI



# ACTIVITY – THINGS TO LOOK FOR

- Explain/ Model/ Practice
- Practice relates to actual students
- Integrates data into the component



# TREE OF (YOUR) LIFE ACTIVITY

- [CCSS.ELA-Literacy.W.3.2a](#) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Directions are differentiated for grades 3-5 according to the WIDA Can-do Descriptors.



For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Writing	<ul style="list-style-type: none"> <li>Label objects, pictures or diagrams from word/phrase banks</li> <li>Communicate ideas by drawing</li> <li>Copy words, phrases and short sentences</li> <li>Answer oral questions with single words</li> </ul>	<ul style="list-style-type: none"> <li>Make lists from labels or with peers</li> <li>Complete/produce sentences from word/phrase bank/wall</li> <li>Fill in graphic organizers, charts and tables</li> <li>Make comparisons using real-life or visually-supported materials</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple expository or narrative text</li> <li>String related sentences together</li> <li>Compare/contrast content-based information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Take notes using graphic organizers</li> <li>Summarize content-based information</li> <li>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</li> <li>Explain strategies or use of information in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new contexts</li> <li>Connect or integrate personal experiences with literature/content</li> <li>Create grade-level stories or reports</li> </ul>	Level 6: Reaching

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

# TREE OF LIFE ACTIVITY

- Group 1:

- Write one complete sentence about your past for each picture space.
- Then, write a paragraph with a topic sentence about all of your experiences on the wheel.

- Group 2:

- Write one complete sentence about your past for each picture space.
- Answer the questions when, where, who, what, and how about your life on a separate piece of paper.

- Group 3:

- Use this sentence for each picture space. I was \_\_\_\_ (**Feeling word**) \_\_\_\_\_. Use your textbook if you need extra help with feeling words.



# DIFFERENCE

- You can't have the same expectations for every ELL.
- Some students have the same composite score, but are completely different in their domain levels.





# USING THE CAN-DO DESCRIPTORS

- Look at the student's score.
- Read their level appropriate can-dos, and write down activities that would be appropriate for the student in each domain.
- Now work through your four lessons and make accommodations/ modifications based on the can-do descriptors.





## GROUP ACTIVITY

# DISCUSSION ACTIVITY

- Group together with other districts by area and size.
  - Choose a trainer to present a model training lesson during the next session (30 min.).
  - Discuss “Key Questions”



## KEY QUESTIONS


Does your school already have sufficient access to sources of technical assistance and professional development for implementing SEI in support of ELLs in content area classes?

- If so, please describe the SEI-related professional development already going on in your district and how SEI practices are embedded in your building or throughout your district and how you are planning on enhancing them.
- If not, describe the most critical need/application for systematic implementation of SEI strategies in your district.





## PLANNING EFFECTIVE SIOP PROFESSIONAL DEVELOPMENT

- **Why?** Analyze **data**
  - **What for?** **Vision** and **goals**
  - **Who?** **Who needs to participate**
  - **How?** Design based on **effective professional development**. Find, mobilize, and allocate **resources**
  - **When?** Sustain over a **long period of time**
  - **Where?** Workshops, school-based coaching, classroom modeling, etc.
  - **What happened?** Evaluate **professional development outcomes**
- 

# PROFESSIONAL DEVELOPMENT PLAN

- On day three you will be presenting an SEI Professional Development Plan to a partner from another district.
- We have created a tool and rubric for you to use to create your plan.



## Sheltered English Instruction Professional Development Plan

District:	Email:
Trainer(s):	Phone:
Date of first training:	
<b>Anticipated Schools/grade levels at which training will take place</b>	
<b>Anticipated Number of Teachers per School</b>	
<b>Training Format (length, frequency, time line)</b>	
<b>Theoretical Focus (research driven)</b>	
<b>Professional Development Focus (Based on the NSDC Standards for Staff Development)</b>	
<b>Strategies and Resources from ToT Training to be Used.</b>	
<b>Integration of Other District Initiatives</b>	

## **Demographics**

There is a list of schools and grade levels that staff will be recruited from as well as an anticipated number of teachers-per-school.





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## **Theoretical Focus**

There is a research-driven, theoretical focus that is manageable for the length of training and addresses district-level needs.



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## **Standards**

Priority NJ Standards for Professional Learning are considered and recorded. District personal and structure are taken into consideration.



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## **Strategies/ Resources**

Strategies are varied, innovative, and appropriate to the setting (content area/grade level). They reflect the theoretical focus of the training.



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## **Integration**

Connections are explicitly made between ongoing district initiatives and SEI.





# HOMEWORK

- Group presentation volunteers
  - Prepare 30 minute training segment
- District teams
  - Complete “Sheltered English Instruction Professional Development Plan” using the rubric
  - Bring one copy for each district team member.

